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ABSTRACT

This curriculum package on team building--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach critical thinking and problem solving skills. Objectives include the following: demonstrate ability to differentiate, sort, and classify information; solve problems and arrive at decisions as a team member in a work setting; identify appropriate workplace and classroom behavior; identify appropriate problem solving strategies; demonstrate ability to apply or transfer skills learned in one job situation to another; identify situations in which action should be preceded by getting prior consent or advice from supervisors of instructor; demonstrate appropriate ethical behavior for work and classroom; demonstrate ability to

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solve interpersonal conflicts on the job; and identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion. (YLB)

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ED 424 459

The Machinery of Management: Team Building (MM4)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Team Building - The Machinery of Management
Job Title: Supervisors, Auditors, and Training Instructors

Author: Stagliano/Bennett

General Instructional Objective: Critical Thinking and Problem Solving
Overall Time: 6 Hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Preview)	10 min	**1.1 Administer Preview Test**	Preview Test	Preview Test
VI. 100 Demonstrate ability to differentiate, sort, and classify information. **VI. 300** Solve problems and arrive at decisions as a team member in a work setting.	10 min	**2.1 Motivational Activity** Conduct U.S.Crossword Puzzle with students. First, conduct activity individually, then as teams.	"U.S. Crossword Puzzle"- Handout "U.S. Crossword Puzzle" - Answer Key"	Observation Student Response
VII. A. 100 Identify appropriate workplace and classroom behavior.	12 min	**3.1 Instructional Activity** Define "team" and "synergy" for students. Discuss the difference between a group and a team. Have students discuss advantages of working in a team.	"Teams, Groups and Synergy" - Handout	Observation Student Response
	10 min	**3.2 Instructional Activity** Teach students the steps to building a team.	"Steps to Building a Team" - Handout The Team Handbook, by Peter R. Scholtes, p. 4-16, 4-17. Joiner Associates, Inc., 1988.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 100 **VI. 300** **VII. A. 100**	10 min	**4.1 Instructional Activity** Teach students how to get the team working, and keep them working, through agenda setting. Teach students how to use various agendas and checklists to keep the team on task.	Handouts: "First Meeting Agenda" "Team Meeting Agenda" "Team Meeting Record" "Agenda Minutes" "Evaluation: A Progress Checklist" "Closure Checklist" The Team Handbook, by Peter R. Scholtes, p. 4-11, 4-44. Joiner Associates, Inc., 1988.	Observation
VII. A. 100	10 min	**5.1 Instructional Activity** Teach students about the different stages of team development.	"Stages of Team Development" - Handout The Team Handbook, Peter R. Scholtes, p. 6-4, 6-8. Joiner Associates, Inc., 1988.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 100 **VI. 200** Identify effective problem solving strategies such as formulating, evaluating, and choosing options. **VI. 300** **VI. 400** Demonstrate ability to apply or transfer skills learned in one job situation to another. **VII. B. 200** Identify situation in which action should be preceeded by getting prior consent or advice from supervisors or instructor.	13 min (agenda) 45 min (activity)	**6.1 Instructional Activity** Conduct practical team activity with students: "Developing a Workplace-Specific Math Test."	Handouts: "Team Project: Developing a Workplace-Specific Math Test" "First Meeting Agenda" "Team Meeting Agenda" "Team Meeting Record" "Agenda Minutes" "Evaluation: A Progress Checklist" "Closure Checklist" The Team Handbook, by Peter R. Scholtes, p. 4-11, 4-44. Joiner Associates, Inc., 1988.	Observation Student Response Completed Team Project (math test or phase one gathering math problems)
VI. 200 **VII. A. 100** **VII. A. 200** Demonstrate appropriate ethical behavior for work and classroom.	20 min	**7.1 Instructional Activity** Conduct a guided group discussion on teamwork.	Handouts: "Discussing Teamwork" "Characteristics of a Successful Team" "Characteristics of an Ineffective Team" Ankarlo, Loren, and Jenifer Callaway, Implementing Self-Directed Work Teams. Boulder, CO: Career Track, 1994.	Observation Student Response

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 100 **VI. 200** **VI. 300**	30 min	**8.1 Instructional Activity** Conduct the square activity with students. Upon completion, discuss the need for communication in teamwork.	"Square Activity" - Handout	Observation Student Response
	25 min	**8.2 Instructional Activity** Define "feedback" for students. Discuss students' feelings when they receive poor feedback. Teach students how to make feedback constructive.	"Constructive Feedback" - Handout The Team Handbook, by Peter R. Scholtes, p. 6-24, 6-31. Joiner Associates, Inc., 1988.	Observation Student Response
VI. 100 **VI. 200** **VI. 300** **VII. A. 200**	25 min	**9.1 Instructional Activity** Conduct the "Rope Square Activity" with the students, using the entire class as one team.	"Rope Square Activity" - Handout	Observation Student Response
	30 min	**9.2 Instructional Activity** Teach students about the ten common problems which arise in teams. Teach possible solutions to solve these problems.	"10 Common Team Problems" - Handout The Team Handbook, by Peter R. Scholtes, p. 6-37, 6-45. Joiner Associates, Inc., 1988.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 100 **VI. 200** **VI. 300** **VII. A. 100** **VII. A. 200** **VII. A. 400** Demonstrate ability to solve interpersonal conflicts on the job. **VII. B. 400** Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.	45 min	**10.1 Instructional Activity** Have students practice solving common team problems. Conduct "Solving Disruptive Behavior" Activity.	"Solving Disruptive Behavior" - Handout The Team Handbook, by Peter R. Scholtes, p. 7-11, Joiner Associates, Inc., 1988.	Observation Student Response
VI. 100	20 min	**11.1 Instructional Activity** Discuss with students the need for self-evaluation as a learning and growth process. Administer the "Team Assessment" quiz to students.	"Team Assessment" - Handout Teamwork, by Pamela Lovell. P. 3. Scoring--see Lesson Plan	Observation Student Response

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Closure)	40 min	**12.1 Instructional Activity** Review the definition of a team. Read article: "Healthy Teams Display Strong Vital Signs." Discuss with students the importance of not only being a team, but a quality team. Administer "Quality Awareness Quiz." Complete discussion by reading aloud the article, "When 99.9 percent isn't good enough."	"Healthy Teams Display Strong Vital Signs" - Handout Teamwork, by Pamela Lovell. p. 1. "Quality Awareness Quiz" - Handout Quality 1st, p.3. "When 99.9 Percent Isn't Good Enough" - Handout Quality 1st, p. 3.	
(Review)	15 min	**13.1 Closure Activity** Administer Review Test	Review Test	Review Test

Lesson Plan

1.1 Administer Preview Test - 10 minutes

2.1 Motivational Activity - 10 minutes

Have students attempt to complete the U.S. Crossword Puzzle individually for approximately 5 minutes. Then, break students into teams of three or four, and allow students to complete the activity as a team. This activity is to show the advantages of teamwork, and the difference between a group of individuals and a team. When attempting the exercise individually, students are a group of individuals with individual goals and agendas; however, when attempting the exercise as a team, students have a common goal, and the team is usually able to better complete the activity than the individual. Use this activity to lead into the next lesson: Defining the team and defining the differences in a team and a group.

3.1 Instructional Activity - 12 minutes

A. Ask students, "What is a Team?" Write students' suggestions on the board. Then, give students the definition: "A team is a group of people pooling their skills, talents, and knowledge," (see "Teams, Groups, and Synergy" handout). Next, explain to students that "synergy" is very descriptive of teamwork. Tell students that "synergy" may be defined as "the whole is greater than the sum of the parts."

B. Ask students, "Is there a difference between a group and a team?" Remind students of the definition of a team; tell students that a group may be defined as "a crowd of unrelated people with individual purposes and agendas." Explain to students that a team has a common goal, while a group does not. Give students the handout "Group Versus Teams," or use as an overhead. Read through each of the characteristics, and compare group characteristics to team characteristics.

C. Next, ask students, "Now that you know what a team is, what are some of the advantages of working with a team?" Write students' suggestions on the board. Some suggestions may include: 1. Combining skills, talent and knowledge (two heads are better than one), 2. Mutual support that arises between team members, or 3. Synergy -- the combined cooperative action or the whole being greater than the sum of its parts.

3.2 Instructional Activity - 10 minutes

Explain to students that as discussed earlier, a group of people is not necessarily a team. Explain that a team must be built. Teach students the steps to build a team (see "Steps to Building a Team" handout).

4.1 Instructional Activity - 10 minutes

A. Explain to students that now that a team has been built, and norms established, it's time to put the "work" in teamwork. Ask students, "How do you get the team working, and how do you keep them working?" Tell students they may start the team and keep the team on task through agenda setting. Give students the agenda handouts ("First Meeting Agenda!", "Team Meeting Agenda!", "Team Meeting Record," "Agenda Minutes," "Evaluation: A Progress Checklist," "Closure Checklist") and explain how to use each agenda.

B. Instructor Notes are provided after the first two agendas ("First Meeting Agenda" and "Team Meeting Agenda" handouts). The remaining agenda, the record keeping agenda, is self-explanatory. See instructions below for the remaining two agendas/lists.

C. Give students the handout "Evaluation: A Progress Checklist." Explain to students that evaluation, or self-assessment, is necessary for any team to be able to make progress. Lack of evaluation can lead to misguided efforts and incomplete goals. Use the progress checklist as a way of evaluating the team's efforts, to analyze whether or not the team is on track.

D. Give students the handout "Closure Checklist." Explain to students that teams often ask themselves, "How do we know when we've finished?" Many teams have difficulty putting closure on a project, or even individual phases of a project. The "Closure Checklist" will help the team check to see if they indeed have or have not put proper closure on a project or phase of a project.

5.1 Instructional Activity - 10 minutes

A. Explain to students that they now know how to build a team, and they know how to put the "work" in teamwork, but they should also be aware that teams go through different stages. Knowing what those stages are can help students understand the team's development. Teach students the stages of team development (see "Stages of Team Development" handout).

B. Discuss with students that another reason it is important to be aware of the stages is so that when the "storming" stages is reached, the team does not think it has failed. Ask students to think of a time when they were a member of a team, and if that team went through the four stages. Discuss students' examples and what they learned from working with that team.

6.1 Instructional Activity - 13 minutes (agenda)/45 minutes (activity)

This activity represents a realistic, practical exercise in teamwork. Students should be divided into teams of at least three, each team consisting of one supervisor, one auditor, and one training instructor. The goal of the team is to develop a workplace-specific math test for new associates. As the instructor, you will act as the manager which assigns the task. See "Team Project: Developing a Workplace--Specific Math Test" handout for more detailed instructions. There should be 10 word problems per team.

7.1 Instructional Activity - 20 minutes

Now that students have had the opportunity to work in a team, conduct a group discussion on teamwork. Use handouts on "What Makes Teams Successful?" and "What Could Make a Team Fail?" See "Discussing Teamwork" handout for more detailed instructions and discussion questions.

8.1 Instructional Activity - 20 minutes

Conduct the Square Activity with at least 10 people (see "Square Activity" handout for directions). The purpose of this activity is to show the give and take of teamwork, and the need for communication, cooperation, and perception. This activity is designed to lead into the next activity, which involves teaching students about feedback in teamwork.

8.2 Instructional Activity - 25 minutes

A. Refer to the above Square Activity. From this activity, students should see the need for communication, cooperation, and perception in teamwork. Remind students of the definition of "feedback," which may be loosely defined as "giving one's opinion." Tell students, "The single most important skill to have in working through any problems are expressed as criticism of someone's action. When you are criticized by someone, it is difficult to know what to do." Discuss with students how they feel when they are critized in an abusive manner.

B. Explain to students that there are many types of feedback, such as statistical data, market research, and person-to-person. Ask students to name some examples of when they have either given or received person-to-person feedback (suggestions: workplace evaluations, grades in school, comment on a well-prepared meal, giving feedback to a child about a task they have done, etc.) Then, teach students how to make feedback constructive rather than destructive (see guidelines on "Constructive Feedback" handout).

9.1 Instructional Activity - 25 minutes

Have 5 people work as a team and conduct the Rope Square Activity. This activity works better with a class of at least ten, preferably more. See "Rope Square Activity" handout for directions.

9.2 Instructional Activity - 30 minutes

Explain to students that as with any workplace situation, people, therefore teams, are not perfect. There are ten common problems which arise in teams. Teach students about the problems and the suggestions to solve them (see "10 Common Team Problems" handout).

10.1 Instructional Activity - 45 minutes

A. Now that students understand common team problems, have them practice solving them. Give each student a copy of "Solving Disruptive Behavior" handout. Have students follow the directions given, and complete the exercise. Instructor directions are listed below.

B. For steps one, have the students brainstorm different types of disruptive behavior. Make sure the teams are truly brainstorming, and writing down all team members' ideas, no matter how silly. Then have teams complete step two (see step two on "Solving Disruptive Behavior" handout), again walking around the room to make sure teams are brainstorming. Step three is actually the most valuable step in the exercise. Teams should discuss the pros and cons of each suggested solution, then vote on one solution. This team discussion is very important. During this stage the team is sorting out their values on issues such as "how much response to a problem is too much." Through discussion, whether they realize it or not, teams have come to a consensus on what is acceptable behavior and what is not. Upon completion, show the teams that they have decided what is acceptable behavior by analyzing what is not acceptable.

11.1 Instructional Activity - 20 minutes

A. Point out to students that evaluation, or assessment, is a vital part of the learning process, and it is what helps a team to grow. Often, the best people to analyze our performance are us. Administer the Team Assessment quiz to students (see "Team Assessment" handout). Supervisors should analyze their team as themselves and their line, training instructors should analyze themselves as a team of teachers; and auditors should analyze themselves as a team of quality assurance people.

B. This test requires a perfect score for a perfectly functioning team. Of course, a perfect score is hard to achieve, because people are not perfect. However, a score of 100% is a goal to strive to achieve. Additionally, explain to students that assessment allows us to see where we need improvement. By learning from the test the areas in which we are weak, we can try to strengthen the team by discussing with the leader how to improve these weaknesses.

12.1 Instructional Activity - 40 minutes

A. Remind students of the definition of "team," a group of people pooling their skills, talent and knowledge. Have students read article "Healthy Teams Display Strong Vital Signs" by Pamela Lovell (see "Healthy Teams Display Strong Vital Signs" handout). Now that students fully understand what a team is, and characteristics of a healthy team, ask students, "Is your team a quality team?"

B. Move into brief discussion of quality. Explain to students that a team of people that function well together is pointless if they are not producing quality. Ask students to think back to the Team Assessment activity. Think about those teams (Supervisors and their line, Training Instructors as a team of teachers, and Auditors as a quality assurance team), and take the "Quality Awareness Quiz" handout.

C. Finally, wrap up discussion on quality by discussing the article "When 99.9 Percent Isn't Good Enough" (see "When 99.9 Percent Isn't Good Enough" handout).

13.1 Closure

Administer Review Test.

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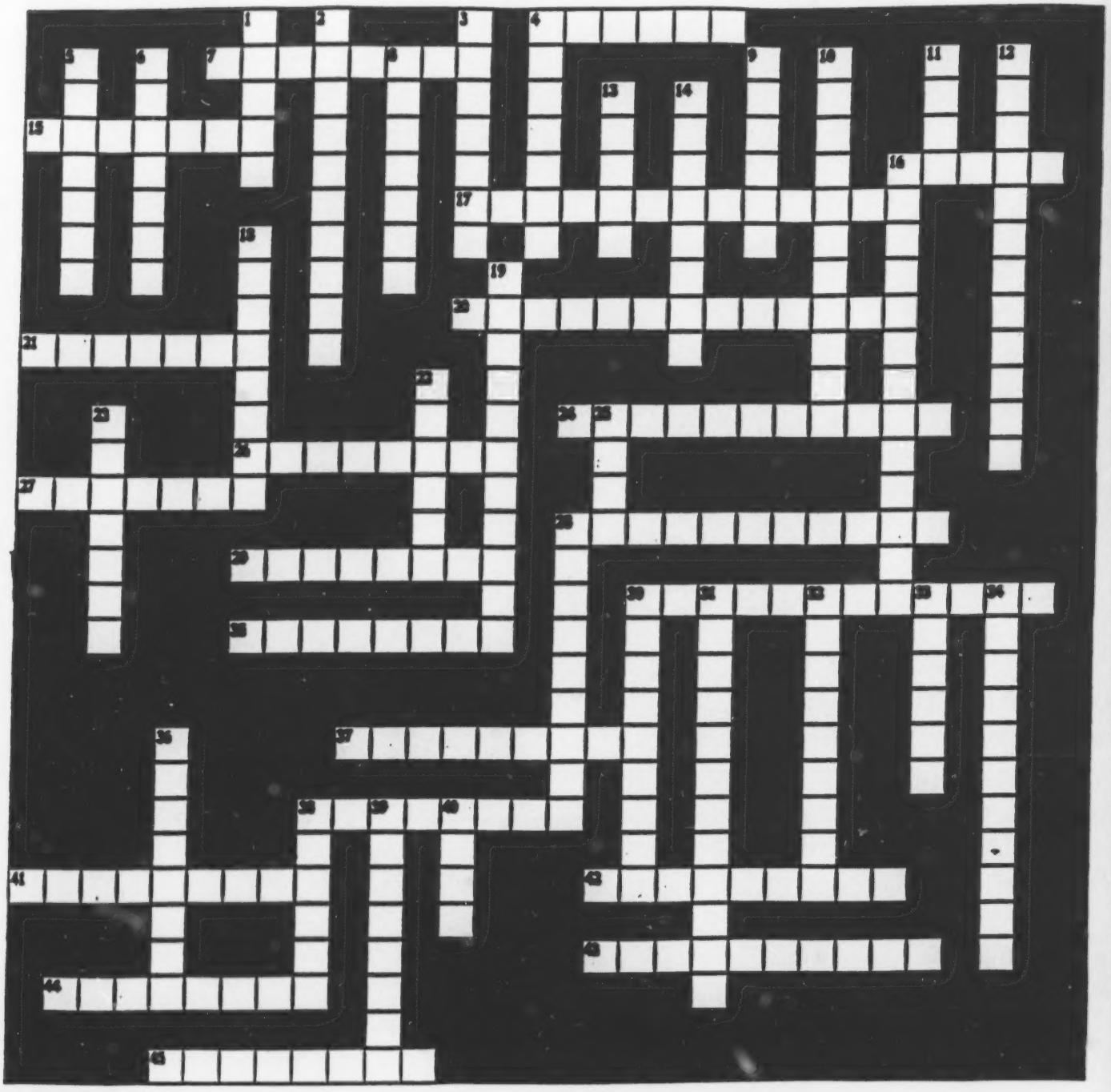

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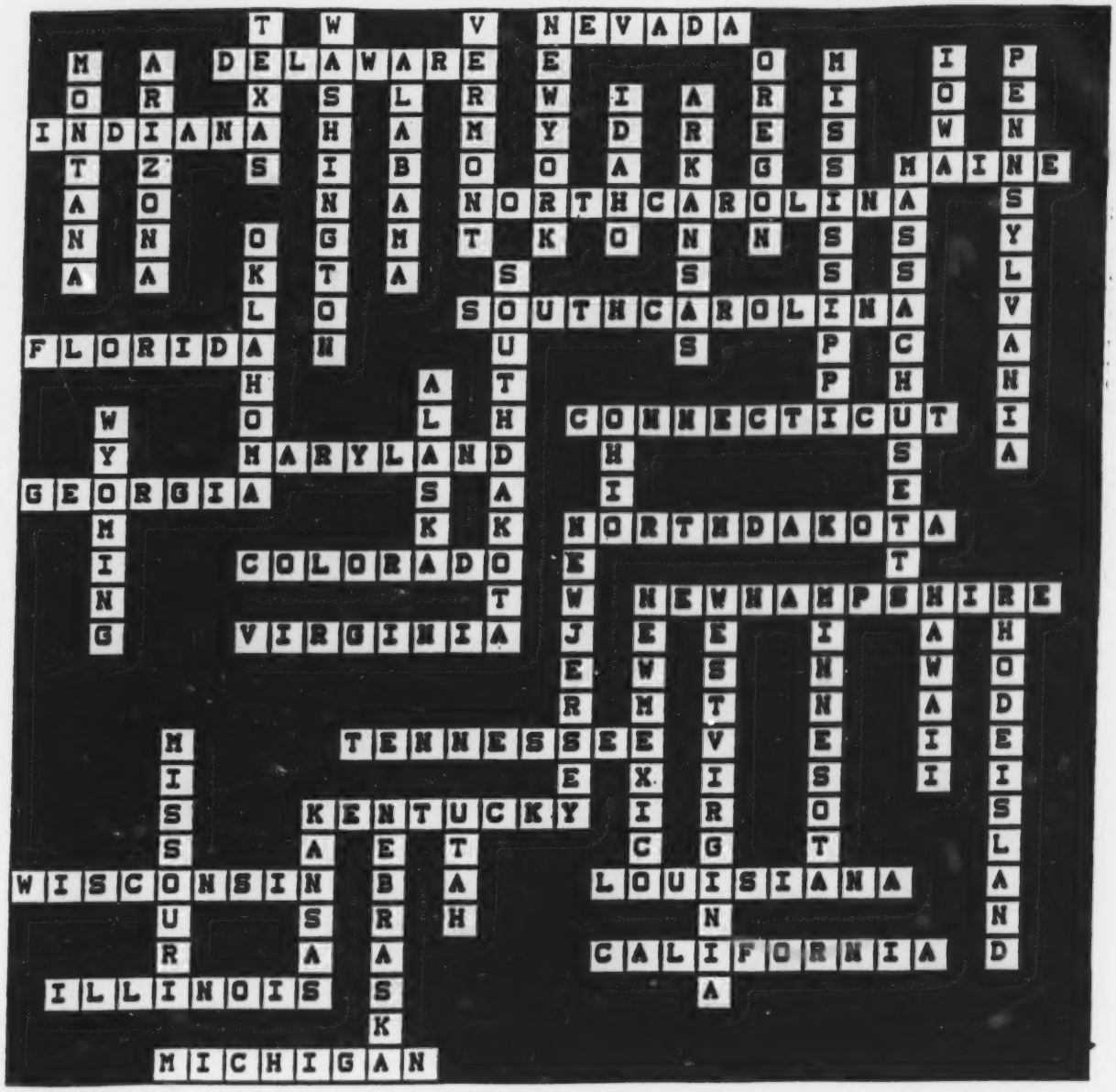
ACROSS

4. Gambler's Paradise
7. East of Chesapeake Bay
15. Notre Dame is located in South Bend, ___
16. Way up Northeast with a rocky coast
17. First in flight
20. Charleston is the main city
21. Sand, sun, and Disney World
24. Home of Yale University
26. The second jewel in racing's Triple Crown is held here
27. Jimmy Carter's home
28. Pike's Peak is here
29. The first Presidential Primary is held in this state
35. One of the states bordening on the District of Columbia
37. The country music capital is in this state
38. The _____ Derby is at Churchill Downs
41. Known for cheese and beer
42. The Bayou state
43. President Reagan was once the Governor
44. Abe Lincoln's home state
45. The University of ____ is located in Ann Arbor

DOWN

1. The largest of the 48
2. Mt. Rainier can be seen from its largest city
3. The Green Mountain state
4. Home of the Big Apple
5. The Big Sky state
6. The largest city is Phoenix
8. Home of the Crimson Tide..
9. The largest city is Portland
10. Hardest state to spell?
11. Lots of corn and pigs; its Eastern boundary is a mighty river
12. Home of the Liberty Bell
13. Do the best potatoes come from here?
14. President Clinton's home state
16. Home of the Kennedy family
18. Subject of a famous Rodgers & Hammerstein musical
19. The Black Hills and Mt. Rushmore are located here
22. We bought it from Russia
23. The main city is Cheyenne
25. Borders on Lake Erie
28. The Holland Tunnel links it to Manhattan
30. The first Atomic Bomb was tested here
31. Charleston is the capital
32. Home of the Twin Cities
33. Pacific paradise?
34. The littlest state
36. The largest city has a famous Arch
38. Ike's home state
39. The capital city is Omaha
40. The Great Salt Lake

States of the Union - Key



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Teams, Groups and Synergy

Team - a group of people pooling their skills, talent and knowledge

Group - a crowd of unrelated people with different purposes and agendas

Synergy - the whole is greater than the sum of its parts

Advantages to Working in a Team

1. Combining skills, talent and knowledge (two heads are better than one)
2. Mutual support that arises between team members
3. The combined cooperative action, or the synergy

Group vs. Teams

This handout contains copyrighted material. Therefore, it can not be included in this package. For a copy, see the original source:

Maddux, Robert B. Team Building: An Exercise in Leadership. Revised Ed. Menlo Park: Crisp, 1986. 5.

Steps to Building a Team

I. **Get Acquinted** -- members should be given a chance to get to know each other. Since members will be working closely together, they will be more effective if they know the other members of the team and can communicate openly.

II. **Decision Making** -- members should decide how decisions that effect the team will be made. Will members vote on all decisions, or will the team leader be given the authority to finalize all decisions.

III. **Business** -- members should discuss the "business end of the team effort, such as where to get supplies for the meeting, when and where meetings will be held, etc.

IV. **Rules or Norms** -- members should set the rules or norms for their meetings. The ground rules should address what will and what will not be acceptable behavior while working on the team. Typical ground rules should cover:

- **Attendance** - who is expected to attend, what constitutes an excused absence, how will the attendance policy be enforced, etc.

- **Promptness** - meetings should start and end on time. The team must decide what is an acceptable excuse for being late, how to enforce the promptness policy, and how to encourage being on time.

- **Time and Location** -- members should pick a regular meeting time and place. They should also develop a system for notifying members of an upcoming meeting.

- **Participation** - members should keep in mind that all opinions are valuable. The team should work together to encourage full participation from its members.

  Conversational Courtesies -- these should be determined by the group. General courtesies include: listening attentively and respectfully, not interrupting, and carrying on only one conversation at a time.

- **Records** - agendas will need to be made for future meetings, and minutes will need to be kept during meetings. The team should decide who will be responsible for agendas and minutes.

First Meeting Agenda

Project Team _____ **Date** _____

Goals:

1. Read Agenda
2. Brief Self-introductions by Team Members
3. Review the Mission Statement by the Management Team
4. Explain the Goals of this Meeting
5. Get Aquainted
6. Define the roles of Team Leaders, Quality Advisors, and Team Members
7. Set Ground Rules
8. Introduce Basic Concepts
9. Assignments for Next Meeting (Date and Time)
10. Evaluation (Questions and Discussion)

First Meeting Agenda
(Instructor Notes)

Project Team _____ **Date** _____

Goals:
Goals should always be listed on the agenda, and should be written in concrete form. Example: The goal of this team is to establish a workplace-specific math test to be used in the New Hire Orientation class.

1. **Read Agenda**
   "To do" items should be listed on the agenda. Items should be added or deleted as needed. Items should be ranked in order of priorty.

2. **Brief Self-introductions by Team Member**
   Members take a few minutes to get aquainted.

3. **Review the Mission Statement by the Management Team**
   The mission statement should be written for the team by the manager that assigns the team the project. It should be written in clear, concrete form, so that the team's mission is distinct. Example: "In an effort to better educate and prepare employees for their jobs, a workplace-specific math test is necessary to assess new associates' skills. Supervisors, auditors, and training instructors must form a team to develop a workplace-specific math test.

4. **Explain the Goals of this Meeting**
   The goals of the first meeting should be to get aquainted, to assign roles and duties, and to establish ground rules. The goals for each meeting should be determined at the previous meeting.

5. **Get Acquainted**
   Team members should take a few moments to get to know each other.

6. **Define the roles of Team Leader, Recorder, and Team Members**
   The team should vote on a leader and delegate someone to keep team records. The roles of team members should be defined according to expertise. Example: In developing a workplace-specific math test, a supervisor's expertise would probably be in production percentage math. Therefore, their role would be to contribute primarily in that area.

7. **Set Ground Rules**
   Establish team norms as listed in the "Steps to Building a Team " handout

8. **Introduce Basic Concepts**
   The team should discuss the basic concepts of how this project fits into the company's larger effort, and how this team works in partnership with the management who assigned the project. Example: The workplace-specific math test fits into the company's overall concept of educating employees, and the team works in partnership with the management to produce better employees.

9. **Assignment for Next Meeting (Date and Time)**
   The team should discuss each person's assignment or "homework," due at the next meeting. Date and time of the next meeting should be set.

10. **Evaluation (Questions and Discussion)**
    Allow time for any team member to "take the floor" to ask questions or discuss any unfinished business.

Team Meeting Agenda

Project Team _____ **Date** _____

Goal:

1. Icebreaker

2. Read Agenda: (Status Reports from Individuals, Additional Items, New or Follow-up Assignments)

Initiative	Project Title	Individual Responsible	Revised Date	Status

3. Review Status of Overall Project

4. Upcoming events, presentations, or special meetings

5. Agenda Items for Next Meeting (refer to above list)

6. Meeting Evaluation (Questions and Discussion)

Team Meeting Agenda
(Instructor Notes)

Project Team _____ **Date** _____

Goal: *Goals should be continued over from the first team meeting. Goals should be listed every time to remind team members of the overall goals, and to keep the team on track.*

1. **Icebreaker**
   Team members should have a few moments to get reaquainted. Possibly delegate one person at each meeting to be responsible for the icebreaker at the next meeting. The icebreaker may include refreshments, or possibly some type of fun team building activity.

2. **Read Agenda: (Status Reports from Individuals, Additional Items, New or Follow-up-Assignments)**
   The individual responsible for the corresponding items listed should provide a brief status report on their assignment. Additional Items (project title) may be brought up after status reports. New or follow-up assignments should be made next to set the agenda for the next meeting.

Initiative	Project Title	Individual Responsible	Revised Date	Status
Who does the project affect?	*Name of the item or assignment*	*Who is responsible?*	*Either the date of the project's completion,or the date the next phase will be completed*	*The on-going or completed status of the project, to be given by the person responsible.*
Example: Sewing *Associates*	*Example: Production % Math Problems for Workplace Specific Test*	*Example: Sewing Line Supervisor*	*Example: 8/15/95*	*Example: The production % math problems for the test will be completed* by *8/15/95. The problems based on a 9 hour day, and "irregular" problems using off-standard time.*

3. **Review Status of Overall Project**
   Since members tend to become involved in their individual projects, it is often easy to lose sight of the overall goal. Review the goals at the top of the page, and make sure the individual projects are on track toward achieving the overall goal.

4. **Upcoming events, presentations, or special meetings**
   Team members should announce any special activities which might be outside the ordinary team activities. For example, announcement of a meeting with the management which assigned the project.

5. **Agenda Items for Next Meeting (refer to above list)**
   Refer to the above, current agenda. Determine which items need to be carried over to the next meeting, which items may be closed out, and add any items to be addressed at the next meeting.

6. **Meeting Evaluation (Questions and Discussion)**
   Allow time for team members to ask questions or begin discussion.

Team Meeting Record

Meeting Number _____ **Date** _____ **Location** _____

Check off each item as completed:

( ) 1. Icebreaker

( ) 2. Attendance:

Name of Team Member	Present	Absent

( ) 3. Agenda (complete detailed minutes on attached page):

____ Status Reports

____ Additional Items

____ New or Follow-up Assignments

( ) 4. Review Status of Overall Project

( ) 5. Upcoming events, presentations, or special meetings

( ) 6. Agenda Items for Next Meeting

( ) 7. Meeting Evaluation:

Pros	Cons

( ) 8. Next Meeting

Date _____ **Time** _____ **Location** _____

Recorder _____

Agenda Minutes

Item #	Description of Item	Main Points	Decisions	Next Steps

Evaluation: A Progress Checklist

Mission Statement
- ___ Receive from management
- ___ Clarify; modify if necessary
- ___ Get management approval for mission statement revisions
- ___ Define goals as related to mission statement

Planning
- ___ Select Team Members
- ___ Develop logical system for team meetings (times, dates, location)

Education/Team Building Activities
- ___ Introduce Team Members
- ___ Explain team members' roles
- ___ Discuss individuals' and team's expectations
- ___ Discuss Basic Concepts (how does this project fit into the overall company mission)
- ___ Provide training for team members if needed (i.e. training in research methods)
- ___ Develop ownership in project

Study the Project
- ___ Interview customers, associates or management to identify needs the project must meet
- ___ Detemine how information will be gathered (surveys, interviews, existing reports, etc.)
- ___ Gather information on the project
- ___ Analyze information to see if the project is feasible
- ___ Identify problems with the project

Analyze Project Problems
- ___ Identify possible causes of problems
- ___ Gather information about the causes
- ___ Analyze information
- ___ Rank causes in order of "most problematic" to "least problematic"
- ___ Develop appropriate, permanent solutions to problems

Improve Project/Make Changes
- ___ Develop a plan to test project
- ___ Test Project
- ___ Gather new information resulting from test
- ___ Analyze new information
- ___ Redesign project or make improvements based on new information
- ___ Test again, if necessary
- ___ Implement further changes, if necessary
- ___ Monitor results of changes
- ___ Develop a system to monitor the project in the future

Closure

___ Prepare presentation on the project
___ Present the project
___ Evaluate the team's progress
___ Document Results

Closure Checklist

( ) Avoid Needless Continuation
- -- Is your team's mission completed?
- -- Have you met your goals?
- -- Is your work done?

( ) Evaluate the Team's Development
- -- What was it like working with the team in the early stages?
- -- What have you learned from this experience?
- -- What advice would you give to other teams?
- -- How well did your team work with the management team?

( ) Evaluate the Team's Final Project
- -- Did you accomplish your mission? What helped the team? What hindered the team?
- -- What were your technical accomplishments?
- -- Have the improvements been standardized and error-proofed?
- -- How will improvements be maintained? And how were improvements communicated to employees?
- -- What discoveries did you make? How were these communicated among employees?

( ) Document the Team's Improvement
- -- Is your documentation file complete? (Including agendas, meeting records, meeting minutes)
- -- Does your documentation include final results and conclusions?
- -- Did you submit a final report to the management?

( ) Communicating the Ending
- -- Communicate the joint conclusion between the project team and management
- -- How will the team's improvements be communicated to the rest of the company?
- -- How can the end of this project contribute to future projects?
- -- How can the results of this team's project be communicated to all members of management?
- -- What recommendations does your team have for follow-ups after the project is over?

( ) The Celebration
- -- What is the appropriate way to celebrate this closure? (lunch, dinner, dessert, party?)
- -- How will you say good-bye?

Stages of Team Development

Stage One: Forming

In this stage, members are getting to know each other and are testing the boundaries of acceptable group behavior. This is a transition stage in which the members are going from individual status to being a member of the team. Ground rules should be discussed and put into effect during this stage.

Stage Two: Storming

This is the panic stage. Members may become frustrated because they believe that the team is not making any progress. They realize the large amount of work that needs to be done and the dfficulty of the task, which causes panic. Interpersonal conflict may arise when "control issues " surfaces ("Who's in charge here?"). The team leader may be challenged.

Stage Three: Norming

In this stage, members realize that they are not going to fail. They accept the team, the team ground rules, their role in the team, and the individuality of other team members.

Stage Four: Performing

In this stage, the team members are more comfortable with each other and are aware of what is expected of them. They are aware of each other's strengths and weaknesses and can now work effectively together.

Team Project: Developing a Workplace-Specific Math Test

Directions: Make sure students have copies of all agendas and checklists (see previous handouts). You as the instructor will act as the management team which assigns the project. The project assigned to the team is to develop a workplace-specific math test which will assess new employees' math skills. The test will be used as a Pretest, to evaluate the employee's current abilities, and as a Post-test to assess the employees' grasp of math instruction and their ability to perform various calculations on the job. The test must be applicable to any New Hire, for any department.

Each team should consist of at least one supervisor, one training instructor, and one auditor. The teams should assume that they have already had their first meeting, and as the instructor you should supply them with a copy of the partially completed "First Meeting Agenda" (see attached Agenda). Take time to answer any questions, and explain the "First Meeting Agenda." Since obviously all aspects of the agenda could not be filled in, take time to complete the agenda (for example, the teams have not had an opportunity to vote on a team leader). Allow teams time to complete these remaining tasks by "filling in the blanks" about what happened at their first meeting.

Students should use the other handouts to keep their teams on task to complete the project. Some teams may not finish the project in the time allotted, so offer students two options: 1) Students may attempt to complete the project, or 2) Students may complete phase one of the project, which entails gathering workplace-specific math problems from various departments. Either option is acceptable, and will still require students to use the agendas and checklists.

Upon completion, review the "Closure Checklist" with students. Ask students to offer evaluations of their team's effectiveness. Ask students, "Did your team go through the stages of team development?" Allow discussion time for teams to evaluate their progress.

First Meeting Agenda

Project Team _____ **Date** _____

Goal:
The goal of this team is to establish a workplace-specific math test to be used in the New Hire Orientation class. The test should serve for pre-assessment and post-evaluation. The test must encompass all departments, since it will be administered to all new hires.

1. **Read Agenda**
   Current agenda includes the following items, #2-#10, and setting the agenda for next meeting based on project details and assignments. Further meeting agendas will be in more of a chart-like format, as seen on the "Team Meeting Agenda" handout.

2. **Brief Self-Introductions by Team Members**
   Members should take a few moments to reacquaint themselves and refresh each other on each team member's area of expertise.

3. **Review the Mission Statement by the Management Team**
   In an effort to better educate and prepare employees for their jobs, a workplace specific-math test is necessary to assess new associates' skills. Supervisors, auditors and training instructors must form a team to develop a workplace-specific math test.

4. **Explain the Goals of this Meeting**
   The goal of this meeting is to establish ground rules, to determine each team member's role, and to set a goal for the next meeting.

5. **Get Acquainted**
   Members are already acquainted from the workplace.

6. **Define the roles of Team Leader, Recorder, and Team Members**
   The areas of expertise, or roles of certain team members are as follows: supervisor-production % math, training instructor-graphs (training curve), and auditor-ratios and measurements. The team leader and recorder will be voted on:
   Team Leader:
   Recorder:

7. **Set Ground Rules**
   The norms of this team will be as follows:
   - *Members will have an "icebreaker" at the beginning of each meeting. Team members will take turns being responsible for the icebreaker activity.*
   - *Members will have an equal vote on all decisions.*
   - *Any needed supplies will be obtained from the Human Resources Department. Meeting times will be each Thursday, from 1:00 - 3:00 p.m. in the Lectra Conference Room.*
   - *Members are expected to attend all meetings. Excused absences include: illness or major*

catastrophe on the floor. Members voted to establish the 100 mile rule: if a problem on the floor is important enough that a team member would leave a meeting 100 miles away to go correct the problem, then the problem will be acceptable as an excused absence. The team voted to allow one unexcused absence. Two unexcused will result in dismissal from the team.

-- *The team recorder will distribute an agenda and notify members of weekly* meetings by memo *on the Wednesday morning before each Thursday meeting.*
-- *The team will have a recorder, whose duties include: preparing agendas for upcoming* meetings, taking attendance, and keeping minutes of all meetings.

8. Introduce Basic Concepts

The workplace-specific math test fits into the company's overall concept of educating employees, and the team works in partnership with the management to produce better employees.

9. Assignments for Next Meeting (Date and Time)

The assignments of team members are as follows: Supervisors - write 10 production % problems. Training Instructors - write 10 problems relating to graphs, and Auditors - write 3 problems concerning ratios and 7 problems concerning measurements. The next meeting will be Thursday, August 10, 1995 at 1:00 p.m. in the Lectral/Conference Room.

10. Evaluation (Questions and Discussion)

The first meeting may be considered a success.
All agenda issues were answered, and ground rules and members' roles were established.

Questions:

What should the icebreaker activity be? Through team discussion, the team voted that the icebreaker will consist of either refreshments, or some type of fun team building activity.

Discussing Teamwork

Remind students of previous team activity (developing a workplace-specific test). Ask students: "Do you feel your team worked effectively?" Then, ask students that now that they have had an opportunity to work in a team, what do they think makes a team successful? List suggestions on board, then distribute **"Characteristic of a Successful Team?"** handout. Read through handout.

Now that students know what makes a team successful, ask students, "What do you think could make a team fail?" List suggestions on board, then distribute, **"Characteristics of an Ineffective Team?'** handout. Explain to students that by understanding what makes a team fail, this understanding can help them avoid these pitfalls. Ask students, "What are some suggestions to prevent a team from failing?" List students' ideas on the board.

HEALTHY TEAMS DISPLAY STRONG VITAL SIGNS

This handout contains copyrighted material. Therefore, it can not be included in this package. For a copy, see the original source:

Lovell, Pamela. Teamwork, p.1.

SQUARE ACTIVITY

Directions: Group class into teams of four (4). Give each student a manila envelope containing pieces. Number each square 1-4 randomly. Students are to form squares of equal sizes. The game is to be set up so that no one person has any complete squares. (Each square is made up of three pieces. Each square is a five by five inch square.) The team is to form as many squares of equal size that they can.

Rules:

1. There is to be NO communication of any kind. No talking, no singing, no signing, no motioning or in other words ... NO NOTHING!
2. You may only give. You can NOT take!

Discussion Questions:

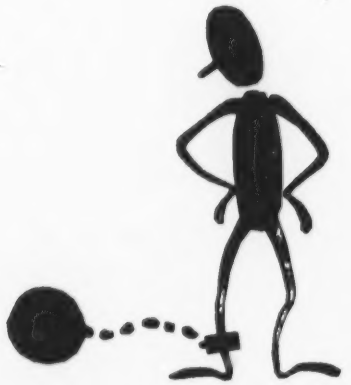
1. How did you feel?
2. What does this tell you about teamwork?
   Possible answers
   A. Teamwork takes cooperation.
   B. You can not obtain team goals without interaction or communication.
   C. You often get what you want more quickly when you give instead of take.

Characteristics of a Successful Team

- Mutual trust
- Mutual respect
- Cooperation
- Communication
- Anticipation of problems
- Common goals
- Interdependence
- Effective use of individuals' skills
- Constructive resolution of conflicts
- Rotating leadership
- Flexibility
- Action

Characteristics of an Ineffective Team

- Lack of trust
- Miscommunication
- Misguided goal priorities
- Rigidity of thought and action
- Lack of training
- Lack of focus
- Poor listening skills
- Competition among team members
- Reaction



Source: Ankarlo, Loren, and Jenifer Callaway, Implementing Self-Directed Work Teams. Boulder, CO : CareerTrack, 1994.

Constructive Feedback

In order to make person-to-person feedback constructive, you must:

A. **Recognize the need to give both positive and negative feedback.** Feedback is important because it is the only way to find out what needs to be improved and also to find out what is working. Your team should recognize and agree that giving and receiving feedback is necessary and acceptable.

B. **Give both positive and negative feedback.** People will be more willing to listen to negative feedback if they have also heard positive feedback. We often forget the importance of recognizing what people have done well. Feedback must be sincere to be effective.

C. **Before giving feedback, make sure to inform the receiver as to the event you are about to discuss.** Review with the person what event you are referring to, where and when the event took place, why it happened, and what led up to the event.

D. **Determine the right time to give feedback.** Make sure that both parties fully understand the event, and that both have time to give and receive feedback.

E. **Know and practice good feedback giving techniques.** Keep in mind the following guidelines when giving constructive feedback:

- **Be descriptive** - give specific, recent examples.
- **Don't use labels to describe the behavior** - For example, say, "You were horsing around during work time," instead of saying "You're immature and I expect you to grow up!"
- **Don't exaggerate** - Be fair and exact. If the person is frequently late returning from break, don't exaggerate and say, "You're always late!" It is unfair to tell someone that they never do their job right because this is most likely not true. Exaggerating may cause the receiver to become defensive and argue with the exaggeration rather than discuss the real issue. For example, if a person is told they are always late, they will most likely start citing examples when they were on time, rather than discussing the real issue of why they are often late.
- **Try not to be judgmental and not to use judgmental terms' such as "bad" and "worst."** This tactic puts the giver in a controlling and judgmental role. This may cause the receiver to become defensive and therefore unreceptive to constructive criticism.
- **Speak for yourself** - If the feedback is coming from you, take responsibility for it. Avoid using phrases such as, "Everyone says . . . " or "A lot of people . . . "
- **Use "I" and "I feel" statements** - Avoid using "you" statements. "You" statements put people on the defensive; therefore, the receiver is less likely to hear what you are saying. Instead of saying, "You are not doing your share of the work," try saying, "I feel frustrated because the group is unable to get our work done. Let's talk about this problem."

- **Use statements, not questions** - "When are you going to stop being late for meetings?" This question is controlling and manipulative because it implies that the receiver is expected to change his or her behavior to accommodate the questioner. Changing the question to a statement indicates that there is a situation that they may solve together. For example, "I am upset that we are unable to start our meetings on time. Is there anything we can do to resolve the situation?" This leaves the door open for the receiver to comfortably express his or her feelings, which may range from needing meetings rescheduled to a less busy time of day, or needing assistance to wrap up other projects before coming to the meeting.
- **Reinforce positive feedback when people are hesitant to accept any kind of feedback.**

F. **It is equally important to know how to receive and respond to feedback, as it is to know how to give feedback.** Use the following tips when receiving feedback:
   - Relax, take full deep breaths. This will help maintain your "cool" and not get angry by what you may hear as criticism.
   - Listen completely and attentively to <u>everything</u> the giver has to say.
   - Ask clarifying questions, and ask for specific examples.
   - Paraphrase what the giver has said. This helps clarify what you have been told, and shows the giver you heard and understood what was said.
   - Agree to the true statements made by the giver, and acknowledge their point of view. (i.e., "I understand why you might think that.")
   - Respond to the feedback. Take time to sort out what you've heard, ask the giver for time to think about what you've been told, then set up a specific time to discuss the matter further.

Rope Square Activity

Supplies: One rope, approximately 30 feet long (yarn will work, but thick rope is preferable)
Everyone close eyes
A large room, or go outside

Purpose: The purpose of this activity is to show students the need for feedback in team work. Since students will be blindfolded, verbal communication is vital if the team is to complete its goal.

Directions: Have students stand in a circle. Then, blindfold each student. Place a piece of the rope (approximately one foot) in each students' hands. Students should now be using both hands, with the left and right hands approximately one foot apart, to hold up the rope. Tie the remaining two ends of the rope together. Students should now be "held" together in the circle with the rope. Now tell students to perform the following actions (these actions serve to disorient students so that they forget where they are in relations to each other):

1. Take one step to the left.
2. Take two small steps forward.
3. Take three steps to the right.
4. Take one step backward.

Now tell students to listen to your instructions to complete their task.

Instructions: "The goal of your team is to make a square out of the rope which you are holding. Each team member must continue to hold the rope with both hands; however, you may slide the rope through your hands if you wish. Upon completion, the rope should be in the shape of a taut square. Remember to use your team building and constructive feedback techniques."

10 Common Team Problems

1. **Floundering-**when a team has trouble starting or ending a project, or phase of a project; also, wavering on decision-making.

   Solutions:
   -- Review the team's plan, or create a plan if one is lacking
   -- Use the "Progress Checklist' to see where barriers may exist
   -- Review mission statement
   -- Review agendas, decide where to go next
   -- Ask yourselves: "What do we need to do so we can move on?" What is holding us up?" (Data? Knowledge? Assurances? Support?)
   -- Ask yourselves: "Are we getting stuck because we have previous business that is unfinished?" Does anyone feel we have missed something or left something incomplete?"
   -- All team members write down what they think is necessary to precede
   -- Reserve time at each meeting to discuss the "plan of action," and how goals will be met for the next meeting.

2. **Overbearing Participants-**a team member who discourages discussion in his area of expertise, who uses technical jargon to rule out other team members' suggestions in a certain area, or someone who regularly dismisses others' ideas by citing past instances where a similar idea didn't work.

   Solutions:
   -- Reinforce that no subject is sacred--all team members have the right to discuss any topic
   -- Guide the overbearing participant into the role of "teacher" rather than authoritarian
   -- Talk to the overbearing participants outside of the team, and ask for cooperation
   -- Enforce the importance of proof of statements made by any team member ("In God we trust. All others must have data!")

3. **Dominating Participants-**when one team member talks too much; usually uses overlong anecdotes and run-on sentences.

   Solutions:
   -- Stick to key issues in an effort to encourage equal participation
   -- Begin having team members write down ideas and suggestions; therefore, all members have an equal voice on paper
   -- During the meeting evaluation, discuss the importance of balanced participation in a team
   -- Practice gate-keeping: "We've heard from you on this, Joe. I'd like to hear what the others have to say."
   -- If necessary, set limits on the amount of time each participant may "have the floor" to speak.

4. **Reluctant Participants-**perhaps a shy team member; an "understanding" participant

   Solutions:
   -- Use team building activities that encourage introverts to participate
   -- When possible, divide project tasks into individual assignments and reports
   -- Practice gate-keeping: "Sam, what is your experience with this area?"

5. **Unquestioned Acceptance of Opinions and Facts**-opinions which are expressed by team members in such an assertive fashion, they are accepted by others as facts.

   Solutions:
   -- Remind team members, "If a speaker presents something as fact, without legitimate supporting evidence, the listener need not have evidence to respond with skepticism."
   -- Encourage questions, such as: "How do you know that is true?" or "Do you have data to support that?"
   -- Accept an assertion as a possibility, but ask the asserter to gather some data to test the idea As a team, agree on the "scientific approach," or the need for all team members to provide supporting data.

6. **Rush to Accomplishment**-when a team member feels pressure to formulate immediate solutions; this team member often pushes the team to make hurried decisions.

   Solutions:
   -- Reinforce the "scientific approach," that all assertions must be backed by data
   -- Make sure the "rusher" is not a member of management "pushing" the project
   -- Speak to the "rusher" outside the team, and use constructive feedback to encourage him to place less pressure on the team

7. **Attribution**-telling someone else what they think; labeling people with motives when we don't really understand the root meaning; (i. e., "What you don't understand is. . ." or "I know what makes you tick" or "They don't want to get involved they just want to collect a paycheck.")

   Solutions:
   -- Reinforce the "scientific approach," that all assertions must be backed by data
   -- Use the following statements to redirect the attribution: "That may well explain why they behave the way they do, but how do we know? What has anyone seen or heard that indicates this? Can we confirm that with data?"
   -- If the attribution is from one team member to another, don't let it go by without checking it out: "Jim, I heard Sally describe your approach as catering to the other side. How would you describe it?"

8. **Discounting**-when a team member feels his or her ideas are ignored, or discounted, by other team members.

   Solutions:
   -- Train the team early on in active listening techniques
   -- Show support for the discounted person: "I think what Jerry said is worthwhile and we should spend time on it before we move on."
   -- Speak outside of the team to a team member who frequently discounts, or ignores, other team members

9. **Wanderlust**-when a team consistently strays off the subject, then wonders where the time has gone.

   Solutions:
   -- Use a written agenda with time estimates; refer to the topic and time when the team begins to stray.
   -- Write topics on a flip chart or chalkboard so all members may refer to them during the meeting.
   -- Redirect the conversation: "We've strayed from the topic, which was_____. The last comments before we strayed were _____."
   -- The team may be intentionally avoiding a subject. Redirect to the subject: "We've had trouble sticking to this point. Is there something about it that we are avoiding?"

10. **Feuding Team Members**-when team members (usually just two people) feel they are in a contest with each other, typically the feud predates the forming of the team; other team members feel like spectators at a sporting event.

    Solutions:
    -- When confrontations occur during a meeting, ask the adversaries to discuss their issues outside of team time. Offer to facilitate the discussion at a later time.
    -- Push the adversaries to some contract about their behavior: "If you agree to this, I will agree to that." Or, have them set ground rules for managing their differences without disrupting the group.

Solving Disruptive Behavior

Directions:

1. As a team, brainstorm different types of disruptive behavior. List as many different behaviors as possible, from the silly to the serious.

2. Next, using the chart below, vote on three of those behaviors which you would like to analyze. In the column, Preventive Measures, brainstorm as many ways as possible in which the disruptive behavior could be prevented. List those preventive measures. Then, in column three, Minimal Intervention, brainstorm as many ideas as possible to mediate the disruptive behavior on a small scale. List all ideas. Finally, in column four, Higher Intervention, brainstorm as many ideas as possible to mediate the disruptive behavior on a greater level.

3. It is important to brainstorm and list all ideas first, no matter how silly. Then, go back and look at your lists. Vote or in some other way decide which measures your team would actually use to resolve the disruptive behavior under discussion.

Disruptive Behavior	Preventive Measures	Minimal Intervention	Higher Intervention

Team Assessment

Directions: On a scale of 1 to 10, rate yourself on each trait listed below. Each trait is worth a maximum of 10 points. Total your score at the end to see how effective your team is. But remember, for accurate assessment, be honest!

Team Trait	Score
1. Our team has multiple skills and can easily rotate work assessments and duties.	
2. Our team solves its own problems.	
3. Our team focuses on continuous improvement.	
4. Our team places equal emphasis on quality and productivity.	
5. Our team is eager to present its ideas to others.	
6. We establish our own work schedules.	
7. We are able to work with and on other teams when the assignment call for it.	
8. Both inside and outside our workplace, we are skilled at persuasion.	
9. Each of us can train our teammates.	
10. Our team is able to identify problems, make decisions, and reach a team consensus.	
Total:	

Quality Awareness Quiz

Directions: Place a check mark next to the answer that most describes your team.

	YES	NO
1. Do you trust your coworkers? Is there a feeling of cooperation rather than competition?		
2. Are you truly interested in the welfare of those with whom you work?		
3. Can you communicate openly and honestly with the people in your department?		
4. Do you understand your department's quality performance goals?		
5. Are you committed to the attainment of those goals?		
6. When you need special help, do you try to tap the resources of others?		
7. Can you resolve conflict successfully?		
8. When your department has a meeting, do you participate by preparing and providing your own input?		
9. Whether you agree or not, do you respect individual differences?		
10. Do you really like your job and your fellow workers?		
Total Number of "YES' answers:		

When 99.9 percent Isn't Good Enough

This handout contains copyrighted material. Therefore, it can not be included in this package. For a copy, see the original source:

Quality 1st, p. 3.

Name _____ **Date** _____

Team Building
Preview/Review

____ 1. A team may be best defined as:
A. a group of people each with a different purpose
B. a group of people pooling their skills, talent and knowledge
C. a group of people pooling their accomplishments
D. None of the above

____ 2. Which of the following is NOT a definition of "synergy":
A. the whole is greater than the sum of its parts
B. the mutual support which arises between team members
C. the combined, cooperative action of a team

____ 3. Team ground rules address what will and will not be acceptable behavior while working on the team.
A. True
B. False

____ 4. Which of the following best describes a team's mission statement:
A. written by the manager which assigns the project
B. uses concrete, action verbs
C. a definition of the team's goals
D. all of the above

____ 5. When discussing "basic concepts" in teamwork, we mean the basic concepts involved in working as a team.
A. True
B. False

____ 6. Which of the following is NOT characteristic of a team agenda:
A. a tool used to keep the team on track
B. first used for record keeping
C. a checklist serving the team members' individual goals
D. a schedule for all team members to follow

____ 7. Which of the following is a good characteristic of team closure:
A. end the project and return to regular duties
B. avoid needless continuation
C. leave all documentation to the team recorder
D. close the project without recommendations

____ 8. The Four Stages of team development are:
A. Forming, Warming, Norming and Reforming
B. Norming, Reforming, Warning and Swarming
C. Form, Develop, Produce and Close
D. Forming, Storming, Norming and Performing

____ 9. Which of the following could make a team fail:
A. open communication
B. taking individual responsibility
C. members not participating
D. trying to anticipate problems

____ 10. Which of the following is NOT a good characteristic of constructive feedback:
A. be descriptive
B. attempt to label the problem
C. use "I feel" statements
D. None of the above

____ 11. Which of the following is NOT a common team problem:
A. floundering
B. dominating participants
C. proof of statements - providing data
D. discounting other team members

____ 12. Self-assessment, or self-evaluation, is a valuable tool to help a team grow.
A. True
B. False

____ 13. A cooperative team is a good team, regardless of what they produce.
A. True
B. False

____ 14. Which of the following is a good characteristic of a quality team:
A. mistrust in coworkers
B. unclear goals
C. open communication
D. disinterest in the welfare of coworkers

____ 15. Problem solving is typically done in groups.
A. True
B. False

Team Building
Preview/Review
Key

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Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(_____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

Name of Course: Team Building - The Machinery of Management
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• **Improve skills for current job** • **Improve skills for changing technology/future jobs** • **Improve problem solving/critical thinking**	Preview	Administer Preview	____	X	
	Abililty to differentiate, sort, and classify information. Solve problems and arrive at decisions as a team member in a work setting	Conduct U.S. Puzzle Activity			
	Identify appropriate workplace and classroom behavior.	Define team and synergy Discuss the difference between a group and a team Discuss the steps to building a team.			
	Ability to differentiate, sort, and classify information. Solve problems and arrive at decisions as a team member in a work setting.	Discuss working teams.			
	Identify appropriate workplace and classroom behavior	Discuss the stages of team development.			

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job** • **Improve skills for changing technology/future jobs** • **Improve problem solving/critical thinking**	Demonstrate ability to differentiate, sort, and classify information. Identify effective problem solving strategies such as formulating, evaluations, and choosing options. Solve problems and arrive at decisions as a team member in a work setting. Demonstrate ability to apply or transfer skills learned in one job situation to another. Identify situations in which action should be proceeded by getting prior consent or advice from supervisors or instructors.	Conduct practical team activity with students.		
	Identify effective problem solving strategies such as formulating, evaluations, and choosing options. Identify appropriate workplace and classroom behavior. Demonstrate appropriate ethical behavior for work and classroom.	Conduct a group discussion on team work.		

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
	Demonstrate ability to differentiate, sort, and classify information. Solve problems and arrive at decisions as a team member in a work setting. Identify effective problem solving strategies such as formulating, evaluations, and choosing options.	Conduct Square Activity. Discuss feedback.		
	Demonstrate appropriate ethical behavior for work and classroom.	Conduct Rope Square Activity. Discuss ten common team problems.		
	Demonstrate ability to differentiate, sort, and classify information. Identify effective problem solving strategies such as formulating, evaluations, and choosing options. Solve problems and arrive at decisions as a team member in a work setting. Demonstrate ability to apply or transfer skills learned in one job situation to another.	Conduct Disruptive Behavior Activity		

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
	Identify situation in which action should be preceded by getting prior consent or advice from supervisors or instructors. Demonstrate appropriate ethical behavior for work and classroom. Identify appropriate workplace and classroom behavior.				
	Demonstrate ability to differentiate, sort, and classify information.	Discuss Self-evaluation.			
	(Closure)	Review terms. Discuss quality teams.			
	(Review)	Administer Review	X	____	

Employee Signature Date

Instructor Signature

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